NORTHEAST COMMUNITY COLLEGE

NORTHEAST.EDU

Health Information Management Systems Program
Health & Public Services Division
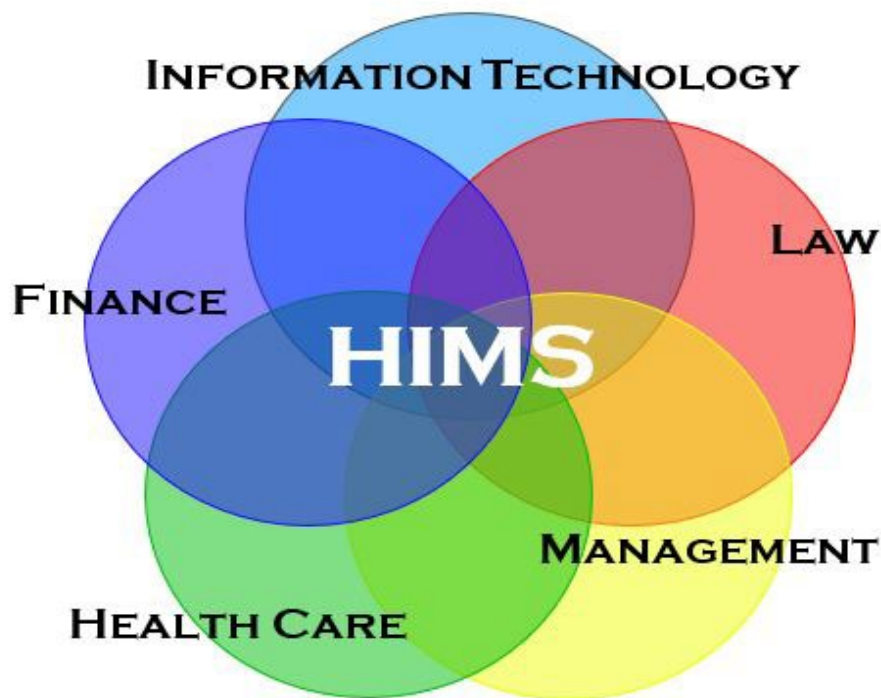
Student Handbook

Academic Year 2025-2026

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Director's Welcome

Dear Health Information Management Systems Student:

Welcome to the Health Information Management Systems Program at Northeast Community College! The Associate of Applied Science Degree in Health Information Management Systems (HIMS) offers a comprehensive education in an evolving professional field. You will not only study courses in medical science and HIM, but you will have Professional Practice Experiences that will help you build technical and professional skills and gain an understanding of the healthcare environments in which HIM professionals work.

On behalf of the faculty and staff, I would like to take this opportunity to welcome you to the Health Information Management Systems program. We are happy to have you as a student in the HIMS program and look forward to working with you. We hope that you will find the pursuit of your HIMS degree at Northeast Community College to be a rewarding experience.

This handbook is provided to clarify the expectations, guidelines, and procedures of the program. I encourage you to read it entirely to ensure that you are well prepared for the challenges and rewards of the HIMS program. The information in this handbook, as well as published information, will be reviewed regularly to ensure accuracy and compliance with CAHIIM accreditation standards and Northeast Community College requirements. Please let me know if you have any questions. We look forward to being part of your career journey!

Warm regards,

Tina Mazuch, MS, RHIA, CCS
Health Information Management Systems Program Director

HIMS Program Faculty

Tina Mazuch, MS, RHIA, CCS
HIMS Program Director
CAHIIM Standard III.8/9 Program Director

Master's in Organizational Performance; Bachelor of Science in Health Information Management; Associate of Arts; Diploma in Medical Office Technology; Member of the American Health Information Management Association; RHIA, 2006 and CCS, 2016; Northeast faculty member since 2012.

CAHIIM Standard III.10/11 Faculty

HIMS Adjunct Faculty Members

Chelsea Neal, MBA, BS, AFC
Courtney Burbach, MHA, RHIA
Heather Hodge, MLS, RHIA, CPMA
Gretchen Jopp, MS, RHIA, CCS, CPC
Brenda Machmueller, BS, RHIT

Northeast Administrative & HIMS Program Directory

Administration, Faculty and Staff
CAHIIM Standard III.7 Program Governance

Northeast Community College, Norfolk Campus

801 E Benjamin Ave, P.O. Box 469
Norfolk, NE 68702-0469
Main Switchboard: 402-371-2020
Toll Free: 1-800-348-9033

Administration

Dr. Leah Barrett
College President
Office: LLLC – O192
Phone: 402-844-7055

Dr. Charlene Widener
Vice President of Education Services
Office: CWCR - 1334
Phone: 402-844-7114

Dr. Jeff Hoffman
Dean of Health and Public Services
Office: AAH 209
Phone: 402-844-7748
Email: jhoffma3@northeast.edu

Tina Mazuch, MS, RHIA, CCS
HIMS Program Director
Office: Maclay 1313
Phone: 402-844-7309
Email: tinam@northeast.edu

Student Services

Amanda Nipp
Vice President of Student Services
Office: CWCR-1236
Phone: 402-844-7273
Email: amandan@northeast.edu

Lai-Monte Hunter
Dean of Students
Office: CWCR-1234
Phone: 402-844-7258
Email: lhunter@northeast.edu

Section One: Program Foundations

COLLEGE MISSION

Northeast Community College is dedicated to the success of students and the region it serves.

COLLEGE VISION

Empower every person in our region to achieve their academic and workforce development goals.

COLLEGE VALUES

We champion student success.

We practice continuous improvement.

We are mindful stewards of resources.

We build partnerships and collaborations.

We aspire to create an inclusive, diverse culture.

HISTORY

CAHIIM Standard I.1 Sponsorship

The Health Information Management Systems (HIMS) program was approved by the Nebraska's Coordinating Commission for Postsecondary Education in January 2014. The Program of Health Information Management Systems is located within the Division of Health and Public Services.   The Associate of Applied Science Degree in Health Information Management Systems began with the classes taught in Fall 2014.

The HIMS Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). The program graduates are eligible to sit for the national certification examination for the Registered Health Information Technician (RHIT) credential. Students are encouraged to become members of the American Health Information Management Association (AHIMA) at a cost of $49.00.

Northeast Community College is accredited by the Higher Learning Commission.

PROGRAM MISSION STATEMENT

CAHIIM Standard II.2 Program Mission

The Health Information Management Systems (HIMS) is developed in accordance with the stated mission of Northeast Community College and on the belief that vital information generated regarding health care is needed by the patient, community, health care administrators, and medical staff.

The primary mission of the HIMS program is to improve the health care delivery system through the education and training of students who are knowledgeable about the management of health information

systems, providing service to the healthcare community and the HIM profession. The HIMS program is dedicated to the creation, transmission, and application of knowledge related to health information management. The program additionally seeks to prepare students for lifelong learning.

PROGRAM GOALS

CAHIIM Standard II.3 Program Effectiveness Measures, CAHIIM Standard II.4 Communities of Practice Outreach Goal, CAHIIM Standard II.5 Program Planning and Assessment, CAHIIM Standard II.6 Implementation of Program Planning and Annual Assessment Results

1. Upon completion of the HIM curriculum, graduates will demonstrate entry-level competencies for the Registered Health Information Technician (RHIT) examination.
2. Faculty of the HIMS Program will demonstrate current knowledge, skills, qualifications, and professional development in the content areas they teach.
3. The program will demonstrate responsiveness to the needs of providers and employers in the communities of interest.
4. The HIMS Program curricula will include, at minimum, the domain content, and experiences to enable students to meet HIM competencies.

HEALTH INFORMATION MANAGEMENT SYSTEMS ADVISORY COMMITTEE

CAHIIM Standard IV.13 Advisory Committee

The HIMS Program Advisory Committee is a group of health information professionals who advise the HIMS Program administration and faculty on the development and review of the program goals and curricula to ensure the program aligns with current practices.

The HIMS Program will host at least one annual HIMS Program Advisory Committee meeting to review the program goals and curricula as well as review the standard items on the advisory committee.

HEALTH INFORMATION MANAGEMENT PROFESSION

The health information management professional combines knowledge of health care with business management to maintain and manage health information systems consistent with medical, administrative, ethical, and legal requirements of the health care delivery system. Health information management professionals are employed in all types of facilities and in various departments within the facility. Wherever health information is maintained there is an employment opportunity for the health information management professional.

Graduates of the Health Information Management Programs have most frequently found employment in hospitals, but also in nursing homes, mental health facilities, physician's offices and clinics, insurance

companies, state health departments, peer review organizations, government agencies, educational institutions, private industry, and data processing firms.

ROLE OF THE REGISTERED HEALTH INFORMATION TECHNICIAN (RHIT)

The Registered Health Information Technician (RHIT) performs technical medical record functions in various health care facilities. These functions include, but are not limited to, the following:

- organizing, analyzing, and technically evaluating medical records for documentation completeness and accuracy
- compiling various administrative and health statistics
- coding symptoms, diseases, operations, procedures, and other therapies according to recognized classification systems
- maintaining and using a variety of health record indexes, special registries and storage and retrieval systems
- entering and retrieving computerized health data
- controlling the use and release of confidential health information
- abstracting health care data from medical records for quality management or research studies

In a small health care facility, the Registered Health Information Technician may have full responsibility for the operation of the Health Information Management Department - compiling, analyzing, and preparing health information needed by the patient, physician, health care facility or external agencies. In a large facility, a RHIT may specialize in one or more of the functions listed above.

NATURE OF THE WORK

Every time health care personnel treat a patient; they record what they observed and how the patient was treated medically. This record, whether paper or electronic, includes information the patient provides concerning their symptoms and medical history, the results of examinations, reports of x-rays and laboratory tests, diagnoses, and treatment plans. Health information technicians organize and evaluate these records for completeness and accuracy.

Health information technicians begin to process patients' health information by first making sure their initial medical charts are complete. They ensure all forms are completed and properly identified and signed, and all necessary information is in the computer. Sometimes, they communicate with physicians or others to clarify diagnoses or to get additional information.

Technicians who specialize in codifying patients' medical information for retrieval and reimbursement purposes are called Coding Specialists or Medical Coders. These technicians assign a code to each diagnosis and procedure based on information given by the attending physician. They consult classification manuals/software and rely, also, on their knowledge of disease processes. Technicians then use a software program to assign the

patient to one of several hundred "diagnosis-related groups", or DRGs. The DRG determines the amount the hospital will be reimbursed if the patient is covered by Medicare or other insurance programs using the DRG system. Technicians who specialize in coding are called health information coders, medical record coders, coder/abstractors, or coding specialists. In addition to the DRG system, coders use other coding systems, such as those geared towards ambulatory settings.

The increasing use of electronic health records (EHRs) will continue to broaden and alter the job responsibilities of health information technicians. For example, with the use of EHRs, technicians must be familiar with EHR computer software, maintaining EHR security, and analyzing electronic data to improve health care information. Health information technicians use EHR software to maintain data on patient safety, patterns of disease, and disease treatment and outcomes. Technicians also may assist with improving EHR software usability.

PHYSICAL DEMANDS

ACTIVITY	
Position: (percentage of time)	
Standing	20
Walking	10
Sitting	70
Strength Level: (in pounds)	30
Hand-arm: Typing	

KEY		
N	Never	
O	Occasionally	
F	Frequently	
A	Always	

Weight/Force	N	O	F	A
Lifting		X		
Transporting	X			
Pushing		X		
Pulling		X		

Activities	N	O	F	A
Climbing		X		
Balancing	X			
Stooping		X		
Kneeling		X		
Crouching		X		
Reaching		X		
Handling			X	
Fingering		X		
Feeling		X		
Talking			X	
Hearing			X	
Tasting/Smelling	X			
Near Acuity				X
Far Acuity				x
Depth Perception		X		
Accommodation		X		
Color Vision		X		
Field of Vision	X			

Environmental Conditions	N	O	F	A
Exposure to weather	X			
Extreme cold	X			
Extreme heat	X			
Wet and/or humidity	X			
Noise intensity level	X			
Vibration	X			
Atmospheric conditions	X			
Moving mechanical parts	X			
Electrical shock	X			
High, exposed places	X			
Radiation	X			
Explosives	X			
Toxic/caustic chemicals	X			
Other environmental concerns:	X			

HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT (HIPAA)

HIPAA Privacy and Security Information

What does the HIPAA Privacy Rule do?

- HIPAA provides national standards to protect individuals' medical records and other personal health information.
- HIPAA gives patients more control over their health information.
- HIPAA establishes appropriate safeguards.
- HIPAA holds violators accountable with civil and criminal penalties that can be imposed if they violate patients' privacy rights.

Privacy regulations were written to protect every patient's health information in any form:

- Written
- Oral
- Electronic

Security regulations were written to ensure integrity and protect health information from:

- Alteration
- Destruction
- Loss
- Disclosure to unauthorized persons

HIPAA Terms

Protected Health Information (PHI) applies to individually identifiable health information transmitted or maintained that relates to:

- past, present, or future health conditions
- health care provided
- payment for health care

o Use is sharing of PHI *within* the hospital.
o Disclosure is the release of PHI *outside* the hospital.
o Authorization is required for the use and disclosure of health information for reasons other than treatment, payment, and health care operations, or when required by law.

Notice of Privacy Practices (NPP)

The hospital must provide patients with a notice that describes privacy practices and includes:

- How they use and disclose PHI
- Patients' rights
- Their responsibilities under HIPAA
- Minimum necessary
- HIPAA requires hospitals to use or disclose the least amount of information necessary to accomplish their job functions.
- Hospitals may designate job classifications for electronic patient folder access.

"Need-to-Know" Rule

- Before looking at a patient's PHI, ask yourself this question, "Do I need to know this to do my job?"
- Even doctors and nurses don't have the right to look at every patient's medical record.

- If you need to see patient information to perform your job, you are allowed to do so.

Business Associates

Business Associates (BA) are companies or individuals that provide services to hospitals or who perform, or assist with, a function of the hospital. The hospital may disclose PHI to BA without patient authorization if satisfactory assurances are obtained through written contract that the BA will appropriately safeguard the information, referred to as a Business Associate Agreement.

Enforcement

- Patients cannot sue for violations.
- Civil Money Penalties - $100 per violation with a $25,000 annual cap on violations of any one single requirement. This is enforced by the Office of Civil Rights.
- Criminal Penalties - $50,000 to $25,000 in fines and up to 10 years in prison enforced by the Department of Justice. (U.S. Department of Health and Human Services. n.d.)

Section Two: Program Supporting Resources

RESOURCES PROVIDED BY THE HIMS PROGRAM

OPEN DOOR POLICY

The program encourages an open-door policy in which all students are welcome to discuss professional questions and personal problems which affect academics.

FACULTY OFFICE AND STUDENT HOURS

The HIMS program faculty maintain office and student hours during each semester for students to utilize. Students are encouraged to take advantage of this time to meet with their instructors if they need information or skills explained in more detail. The office hours differ each semester due to faculty teaching loads changing each semester. All faculty post schedules and contact information beside his/her office door and in the course syllabi. Students are encouraged to make appointments whenever possible to ensure adequate time will be available.

FACULTY CONTACT

The HIMS program faculty can be contacted through their office locations in person, by phone or a Zoom meeting. Phone calls will be returned within 24 hours of receiving a call Monday through Friday. Email or course questions received over weekends, holidays, or breaks will be responded to as soon as practical by the instructor.

HIM CLUB

Promoting the development and leadership of students in the HIM career field.

Students are invited to join the HIM Club "course" within Canvas. This is a common place where the HIM students will collaborate, connect, and communicate about the club activities. While students are not required to participate in the HIM club, it is highly encouraged. The HIM club provides opportunities for leadership roles and activities including a service project in the community. The HIM field is a close-knit community, and this is a great opportunity to meet fellow HIMS colleagues and gain leadership skills.

RESOURCES PROVIDED BY THE COLLEGE

CAHIIM Standard IV.15 Learning Resources

The following services are provided to Northeast Community College students at no extra charge after their tuition and fees are paid. Students are encouraged to take advantage of these services, as they help to ensure student success.

GENERAL COMPUTER ACCESS

Computer labs are located throughout campus for general computer and printing use.

SERVICE CENTER

Students may obtain assistance with technical questions or computer-related problems through the Northeast Service Center. The Service Center is open during convenient times for students that differ when school is in session and during the summer. To find current hours, please visit https://northeast.edu/help. The Service Center is closed for College holidays and holiday weekends.
Contact Information:

- o Phone: 402-844-HELP (4357)
- o Email: help@northeast.edu
- o In person: The Service Center is located in Union 73 on the Norfolk campus (upper level) and the first floor on the South Sioux City Extended Campus.

Questions regarding course content need to be directed to the instructor via the inbox tool within Canvas.

TESTING CENTER:

Located in the College Welcome Center room 1252 or 1256

Contact testingcenter@northeast.edu or (402)-844-7281 or (402)-844-7708.

For students at extended campuses:

South Sioux City	email: testing_SCC@northeast.edu
O'Neill Extended Campus	(402)-336-3590
West Point Extended Campus	(402)-372-2269

OFFICE 365

Students have free Office 365 (O365) account through My Apps. Microsoft O365 is a cloud-based subscription service that provides apps like Microsoft Word, Excel, PowerPoint and OneDrive. Directions for installing Office can be found in each Canvas course shell under module and Important Student Information.

LIBRARY SERVICES

- Phone: 402-844-7130

- Location: Union 73 – Upper Level

- Email: librarian@northeast.edu

- Website: http://www.northeast.edu/library-resources/

- Note: Library databases provide access to numerous medical, and healthcare related, nursing and physical therapy journals. Students are encouraged to seek assistance from library staff for orientation in database usage or research assistance.

ACADEMIC SUPPORT

Academic Support is available for all students at every Northeast Campus (Norfolk, South Sioux City, West Point, O'Neill). Different services are available to assist students in reaching their goals for academic

success. These services include on-campus tutoring, online tutoring, and support classes. The Writing Center and Math Success Center are also available for students.

Tutoring is designed to help students understand course material and review information for tests. Writing consultants offer assistance with the writing process and provide suggestions in the following areas: writing anxiety, topic selection, introductions, paragraph development, conclusions, word choice, grammar, mechanics, punctuation, and writing styles. Individual and group assistance is available during both fall and spring semesters.

Students enrolled in any math course at Northeast can seek help regarding math concepts as they complete their math assignments. The center is designed to provide open assistance to students on an as-needed basis. Northeast faculty and staff are committed to student success and invite students to drop in for assistance. All math courses at Northeast may receive support from the Math Success Center.

- **Peer Tutoring contact**: Matt Hampl
  - Phone: 402-844-7125
  - Location: Union 73 Room #270
  - Email: matthewch@northeast.edu
- **Writing Center contact**: Matt Hampl
  - Phone: 402-844-7125
  - Location: Union 73 Room #270
  - Email: matthewch@northeast.edu
- **Math Success Center information**
  - Phone: 402-844-7378 or 402-844-7125
  - Location: Science Building Room 106
- **HIMS Program Tutor information** – available to help with specific HIMS course content.
  - Please contact your HIMS Instructor or HIMS Program Director for more information.

DISABILITY SERVICES

Northeast Community College willingly provides reasonable accommodations for individuals with diagnosed disabilities and supports all students in their effort to become self-sufficient learners. These services may include, but are not limited to, oral tests, extended time on tests, textbooks in alternative format, note takers, learning support, or accessibility.

- Contact person: Andrea Suhr, Director of Disability Services
  - Phone: 402-844-7343
  - Location: College Welcome Center 1263

      o   Email: disability@northeast.edu

TITLE IX

What is Title IX?

Title IX of the Education Amendments of 1972 prohibits sex discrimination in educational programs and activities. "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal Financial Assistance." 20 U.S.C. § 1681 & 34 C.F.R. Part 106

- Sex discrimination encompasses all forms of sexual harassment, including verbal sexual harassment and sexual violence by employees, students, or third parties against employees, students, or third parties.
- Sexual harassment and sexual violence can threaten a student's physical and emotional well-being and may impact how a student performs academically.
- Title IX compliance involves having a clear and functional reporting channel to the Title IX Coordinator and training the campus community about how to recognize and report sex discrimination.
- Title IX also provides protections for pregnant and parenting students. Visit the Disability Services webpage for more information about [Pregnancy and Parenting Procedures for Title IX Compliance](#)..

Visit this link on the Northeast website for more details - https://northeast.edu/about-us/title-ix

Reporting Title IX

     All members of the Northeast Community College community are prohibited from engaging in discrimination, harassment, or retaliation on the basis of any protected characteristic, including on the basis of sex. *Faculty, staff and student employees who receive complaints of sexual harassment or sexual violence are obligated to report complaints to the Title IX Coordinator or the Deputy Title IX Coordinator. To talk to a confidential, non-mandatory reporter, contact Student Health and Counseling at 402-844-7176 or 402-844-7277.*

Contact Information:

Mike Walkowiak, Title IX Coordinator	Carly Krause, Deputy Title IX Coordinator
Phone: 402-844-7046	Phone: 402-844-7045

Email: complianceofficer@northeast.edu

CAMPUS SECURITY

     The College provides general campus security. Security officers work closely with local law enforcement agencies in coordinating campus security.

      o   Phone: 402-841-5163 or 7777 from any Norfolk campus phone

CAMPUS ALERT

     The Campus Alert system will disseminate timely emergency notifications and weather announcements via text message, email, and voicemail messages. Students of Northeast Community College are already subscribed to the service. Subscriptions can be updated at http://www.northeast.edu/campus-alert/.

ADVISING

Advisors are available to help with educational planning, transfer processes, career exploration and development, changes of major, schedule building and adjustments, academic recovery, and other issues impacting your academic success.

All students are required to meet with their First Year Advisor prior to course registration until they have earned 28 credit hours and are academically in Good Standing. First Year/Retention Advisors are located in the College Welcome Center.

- Contact person: Kendall Wallick
  - Phone: 402-844-7270
  - Location: College Welcome Center 1205
  - Email: kwallick@northeast.edu or advising@northeast.edu
  - Facebook: Kendall at Northeast

CAREER SERVICES

The Career Services Office offers a variety of services and programs to assist with the career development, job search, and employment needs of Northeast students and alumni. Students who need assistance with resumes, cover letters, and applications are encouraged to visit the Career Services Office. The department also offers job shadows and career assessments to discover students' interests, aptitudes, and strengths. Many students participate in mock interviews to help with interviewing skills. Students are invited to view the online job board to explore local and regional jobs, https://northeast.edu/career-services.

- Contact person: Terri Heggemeyer
  - Phone: 402-844-7263
  - Location: College Welcome Center
  - Email: terrih@northeast.edu

TRIO COLLEGE SUCCESS PROGRAM

The TRIO College Success Program at Northeast is an academic assistance program funded through TRIO Grants by the U.S. Department of Education. The program is designed for low-income, first-generation college students or students with a disability. Participants will have the opportunity to meet with their TRIO-CSP Advisor once a month and are encouraged to participate in one of the various program activities each month. All at no cost to the student. As students navigate the demands of college and gain more independence with the responsibility of college life, they will be offered personal and academic support. We provide assistance with meeting college requirements and support to motivate them towards the successful completion of their post-secondary education.

- Contact person: Josh Becker
  - Phone: 402-844-7736
  - Location: College Welcome Center 1284
  - Email: jbecke22@northeast.edu

COUNSELING

All Northeast students are eligible to receive no cost, confidential, personal short term counseling services to address any issues that may be challenging them at the Norfolk campus or at local providers for extended campus sites.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. Northeast Community College offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via Student Care by visiting northeast.edu or calling (402) 844-7277 or emailing counseling@northeast.edu. Counseling Services are located in Union 73, Student Health and Counseling office, and are provided by two state licensed mental health practitioners.

You can reach the local Behavior Health Specialist CARE Line when Counseling Services is closed at (888) 370-7003 or 24-hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 988 via text or call or at suicidepreventionlifeline.org.

- Contact person: Alexis Huisman, Director of Student Care & Outreach
  - Phone number: 402-844-7277
  - Location: Union 73, Student Health and Counseling, Office 215
  - Email: counseling@northeast.edu

MEDICAL CARE

Northeast Community College does not provide coverage for illness or injury; the college encourages students to carry some form of health insurance.

STUDENT HEALTH

No cost, confidential health services for students are offered in Union 73 by our campus nurse. Students are served on a walk-in basis or via appointment. No cost services offered by Student Health include: OTC medicine, COVID testing, Strep Throat, Mono, and Influenza testing, Urinalysis for Urinary Tract Infections, STD

education and testing, HIV testing, pregnancy testing, blood pressure checks, blood glucose monitoring, crutches (lend only), ice packs, wraps, non-prescription birth control options, and community resource information.

- o Phone number: 402-844-7176
- o Location: Union 73, Nurse, Office 219
- o Email: studenthealthnurse@northeast.edu

CAMPUS ADVOCATE

The Campus Advocate provides support victims of crime (domestic violence, dating violence, sexual assault or rape) by advocating on their behalf, offering assistance in navigating the criminal justice system, providing emotional support, safety planning, or simply sharing crime victim rights and reporting options. The Campus Advocate offers these confidential services free of cost to all Northeast students, staff, and faculty.

The Campus Advocate is a confidential person on campus to whom you can talk and ask questions. Crimes disclosed to the Advocate will not be reported to law enforcement. The Advocate is a non-mandatory reporter of Title IX and will only disclose information you provide with your permission.

You can call or email the advocate to set up a time to meet on campus or at their office in Norfolk.

- o Phone: 402-992-3828
- o Email: campusadvocate@northeast.edu

FOOD PANTRY AND ACCESS PERIOD

The food pantry is available to all currently enrolled students at Northeast Community College and students attending the UNMC Norfolk campus. Access Period provides no cost, 3 months supplies of period products to students, faculty, and staff on campus. The food pantry and Access Period are available Monday-Friday from 8am-5pm, no appointment necessary.

- • Contact information
- o Location: Union 73 in the Student Health and Counseling Lobby.
- o Email: foodpantry@northeast.edu

FINANCIAL AID

Financial aid is available for any degree seeking student at Northeast Community College. If you have unexpected expenses that get in the way of your education, Financial Aid may be able to help even if you are not currently receiving federal financial aid. Information about financial aid can be located in the College Catalog, and the Northeast website at the following address: http://www.northeast.edu/Financial-Aid-and-Scholarships/

- • Contact person: Stacy Dieckman
- o Phone number: 402-844-7288
- o Location: College Welcome Center 1303

    o Email: finaid@northeast.edu

CAREER CLOSET

  The Career Closet may provide Northeast students with free, gently used professional attire for interviews, work, classroom requirements, etc. The Career Closet is in Maclay Room 1113.

VETERANS SERVICES

  Northeast proudly provides service to our veterans through the Registrar's Office in the College Welcome Center. One full-time staff member and one part-time staff member are available to help veteran students enrolled in or wishing to enroll in courses on our campus, online, or at our Extended Campuses. Both staff members are employed by Northeast, not the Department of Veterans' Affairs (VA) and are focused on certifying your coursework with the VA.

  Northeast Community College is steadfastly committed to educating our great nation's military veterans and their dependents. A dedicated Veteran's Lounge provides a comfortable spot for studying or socializing. The Student Veteran Organization (SVO) helps to ease the transition into college-life, as well as provide support opportunities with the community. Northeast also offers college credit for qualifying military experience, based on American Council on Education, (ACE) guidelines.

  If you are serving/have served in the United States military or plan to use any military educational benefit. Please contact the Registrar's office – Veteran Services at 402-844-7730.

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Section Three: HIMS Program Guidelines

PROFESSIONAL BEHAVIOR AND EXPECTATIONS IN THE HIMS PROGRAM

Success in one's career is almost as dependent on professional behavior as on one's academic knowledge and abilities. The HIM Community is small and well connected. Faculty members are part of the HIM community and are often asked about students' ability and professional behavior while in school. Students are expected to exhibit professional behavior in the classroom and in all activities associated with the program. The HIMS program is preparing you for future employment, so it is critical to adhere to the professional behaviors as outlined. Professional behavior includes:

- *Dependability*: The student meets deadlines, follows through to completion of responsibilities.
- *Punctuality*: The student arrives on time for class activities or informs the instructor in a timely manner of unavoidable situations that cause the student to be late or miss class.
- *Effective interpersonal and team skills*: The student relates well to people, shows respect for others, deals tactfully and effectively with others, influences as opposed to directs, provides constructive criticism without alienating others, negotiates or mediates when appropriate, exhibits openness to new ideas, uses technology effectively, and demonstrates a positive attitude.

ATTENDANCE AND PARTICIPATION EXPECTATIONS AND POLICY

If the class or meeting is being held in an online manner: Students are expected and required to be in attendance in the online course. Students should participate no less than 3 out of 7 days a week. You will likely find that logging in to Canvas daily will lead to the most success in the HIMS courses.

Participating in class includes the following: posting and responding to discussions, watching course videos, actively completing quizzes, examinations, projects, and all assignments, communicating with instructor as needed, and student will need to communicate with fellow classmates as assigned in group projects.

If the class or meeting is being held in a face-to-face manner: Students are expected to be in class, seated, and ready to learn at the designated start time.

Health information management is a participation-oriented subject. You need to take an active part in learning.

TECHNOLOGY USE

Telephone

- Office telephones are intended for faculty and staff use.
- No cell phone calls or text messaging are allowed during lecture or laboratory.

Social media

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- The use of social networking websites such as *Facebook, Twitter, Instagram* and others in the same genre are not to be used in a way that may be disruptive, offensive to others, harmful to morale, or potentially damaging to the college or HIMS program.
- The intentional use of the internet and the reference of social networking sites are not to be used to access, transmit, post, or process obscene or offensive material, inappropriate text, or files dangerous to the integrity of the college/program.
- When in doubt please contact the HIMS program faculty. Asking questions and using common sense will help minimize potential problems associated with this technology. We are all responsible for representing the college and HIMS program in the best light.

Recording

- Prior to audio/video recording of an instructor, the student must obtain verbal permission.
- It is the expectation of the program, that no video be uploaded to social media.
- Audio/video tools are to be utilized for educational purposes only.

Computer Literacy

- It is expected that all HIMS students have basic computer skills.
- Students should be able to utilize Microsoft Office Suite for documents submitted as assignments.
- Canvas will be used for all of the HIMS courses.

HIMS PROGRAM BEHAVIOR EXPECTATIONS PROCESS

1. Civility and respect for the opinions of others is very important in an academic environment. At times you may not agree with everything which is said or discussed. Courteous professional behavior, responses, and language (no profanity or slang) are expected at all times in the educational environment.

2. Any behavior inconsistent with this expectation will be documented and remain a part of the student's practicum/classroom performance record throughout the program.

STUDENT DRESS CODE

It is important that the student portrays a professional image to those with whom they come into contact. Appropriate attire allows for a positive representation of Northeast Community College and the HIMS program. The dress code applies to the following: field trips, observation, presentations, and guest lecturers. Students can obtain appropriate attire through the Career Closet available to Northeast Students.

Dress Code Policy

Business attire must be worn when visiting health care facilities or engaging in practicum assignments at a site. Adhere to the facility's dress code. Dress in suitable business casual or office attire.

o If there is a violation of the student dress code, it will be at the discretion of the faculty or practicum site supervisor to send the student home. The disciplinary procedures for the program will be followed.

SUBSTANCE ABUSE

Substance abuse is defined as any chemical agent, which can impair the student's mental status and reasoning ability without regard to whether the substance is legal, illegal, or a prescribed medication.

- Northeast prohibits the abuse of drugs including alcohol.
- It is unlawful to possess, use and distribute illicit drugs on Northeast property, hospital/clinic property, or at any college sponsored event whether or not the event occurs on campus.
- Any student who has medication prescribed which may alter their mental status and reasoning ability, must have a written statement from the prescribing physician releasing them to perform duties expected.
- Drug and alcohol violations are outlined in the Student Code of Conduct located on the Student Handbook webpage, https://northeast.edu/student-handbook, under Academic Resources.

HARASSMENT/SEXUAL HARASSMENT

Refer to the Title IX webpage at northeast.edu for more information. All complaints or any concerns about conduct that may violate Title IX should be filed with the Title IX Coordinator at 402-844-7046 or complianceofficer@northeast.edu.

STUDENT COMPLAINTS & GRIEVANCES:

Students are encouraged to address concerns with those directly involved in the issue.

The chain of command within the HIMS Program is as follows:

1) Faculty or staff with whom the concern involves.
2) Tina Mazuch, HIMS Program Director, 402-844-7309 or tinam@northeast.edu.
3) Dr. Jeff Hoffman, Dean of Health and Public Services, 402-844-7748 or jhoffma3@northeast.edu.

If however, the problem still exists, there is a formal complaint process at Northeast that students may initiate by completing the online Student Complaint form.

If a student feels the administrative response to a formal complaint is not satisfactory, the Student Grievance Process may be initiated. The process is outlined in the Student Code of Conduct, located on the Student Handbook webpage under Academic Resources.

DISCIPLINARY PROCEDURES
ADVISING SESSION

An advising session is designed to be a conversation between the student and the HIMS faculty in regard to any areas of concern either behavioral or academic performance related. A student will be required to attend an advising session for the first incident of unprofessional conduct or poor academic performance. This advising session will result in the student being placed on an Educational Contract. The discussion will be documented, and a copy given to the student. Resources will be utilized as needed to improve the grade/behavior.

EDUCATIONAL CONTRACT

Educational contract is a procedure that details a specific plan of action to ensure the success of the student. It will not be a part of the student's permanent Northeast Community College's record. Requirements and expectations for requirements will be outlined in the Educational Contract. Failure to comply with the requirements will result in dismissal from the Program.

A student will be placed on an Educational Contract if the student does any of the following:
- Absent for two successive modules
- Non-communicative to faculty
- Did not complete a weighted project
- Grade is below 75%
- Failing at midterm or at any point after
- A violation of academic integrity
- First incident of unprofessional conduct

STUDENT DISMISSAL FROM PROGRAM DUE TO:

1. Unprofessional Conduct
   - A student demonstrating failure to comply with terms of their Educational Contract and/or program requirements may, after consultation with the Dean of Health and Public Services, be dismissed from the program.
   - A dismissal from the program may be appealed through the Student Academic Appeals process. Appeals will be heard by Dr. Charlene Widener, Vice President of Educational Services at 402-844-7114. The decision of the Vice President of Educational Services shall be considered final.

2. Academic Failure
   - Failure by the student to meet the program requirements may result in dismissal from the program.
   - A second failure of a HIMS course will result in the student being dismissed from the program.

RELEASE OF NON-DIRECTORY STUDENT INFORMATION

1. Students may access their immunization records via CastleBranch.
2. Northeast Community College complies with all federal, state, and local laws which relate to student records including the Family Educational Rights and Privacy Act (FERPA) and pursuant regulations.
   - The College Registrar through the Vice President of Student Services is responsible for maintaining and controlling all students' educational records.
   - Students have the right to inspect their educational records. The College will not withhold a student's record from a student who has properly requested information under the conditions described in the College policies and presented valid identification.
   - Additional information about FERPA can be found at Northeast.edu, under FERPA. To obtain a complete copy of the College's policy governing educational records, contact the Vice President of Student Services.

EMPLOYMENT DURING THE PROGRAM

Balancing program requirements with employment

- Students may be employed while being a student in the program.
- If the HIMS program faculty feels that a student's employment is adversely affecting the student's performance, the student will be advised to decrease hours worked per week or discontinue employment so that academic progress and achievement is not compromised.

Section Four: Academic Guidelines

BLENDFLEX CLASSES

Course instruction is delivered asynchronously with optional synchronous opportunities provided. All core content will be delivered online with in-person activities that enhance online components. The student chooses how they will participate in each class period. Canvas assignments are assigned.

BlendFlex: face-to face, Zoom, online student choice

- Face-to-face meets in designated classroom on schedule.
- Zoom link on left hand tab in Canvas.
- All students (face-to-face, Zoom, and online) must complete the Canvas Module assignments each week.

ONLINE EDUCATION

CAHIIM Standard V.21 Online Content Access

Online Technical Requirements

All students in the HIMS Program will be required to use Canvas for their online learning. As technical require-ments may change, students are responsible to review the most current requirements each year.

ACADEMIC INTEGRITY

The college views scholastic honesty as a reflection of a student's personal integrity. Therefore, all students are required and expected to maintain the highest standards of scholastic honesty in the preparation of all work and examinations. All assignments in this program are to be completed independently (on your own) unless prior approval to work as a group has been granted. If you are found to be in violation of academic integrity, you will receive a 0% for the particular assignment. There will be no exceptions to this rule.

Students are expected to follow Northeast's Academic Integrity Procedures. Using the words or ideas from any sources without providing correct citation is defined as plagiarism and is cheating. Using any unauthorized materials during an examination (books, notes, etc.) is also considered cheating. The use of artificial intelligence (AI) or other automated production tools to complete assignments is strictly prohibited unless otherwise stated. Any unauthorized use of AI will be considered a violation of Academic Integrity. Students found in violation of the Academic Integrity policy are subject to disciplinary action. Students can obtain more information about the Academic Integrity policy in the Northeast Community College Catalog and Handbook, and website.

Students must review the Northeast Student Handbook webpage; paying special attention to the Student Code of Conduct that includes the Academic Integrity Procedure.

2025-2026 HIMS Handbook

Students must satisfactorily complete the Raising Academic Integrity Standards in Education (RAISE) training.

USE OF ARTIFICIAL INTELLIGENCE IN THE HIMS PROGRAM AND COURSEWORK

It is expected that each student will complete their own authentic work. We understand that there are tools and resources available that can be of assistance when completing your coursework. In the program handbook and in each course syllabus, there will be information provided on whether the use of Artificial Intelligence (AI) is acceptable and appropriate for that specific coursework and assignment. It is important that both instructors and students are aware of issues with AI including inaccuracies, hallucinations (information made up by AI), bias, lack of diversity, copywrite infringement, and outdated information.

Option 1: GO – Green Light

AI Policy: Permitted in this course with attribution.

In this course, students are encouraged to use Generative AI Tools like ChatGPT to support their work. To maintain academic integrity, students must disclose any AI-generated material they use and properly attribute it, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate use of Generative AI Tool: "The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by the [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following ways(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment]."

Option 2: CHECK – Yellow Light

AI Policy: Permitted when assigned in this course with attribution.

In this course, students are permitted to use Generative AI Tools such as ChatGPT for specific assignments, as designated by the instructor. To maintain academic integrity, students must disclose any AI-generated material. As always, students must properly use attributions, including in-text citations, quotations, and references. Students should exercise caution and avoid sharing any sensitive or private information when using these tools. Examples of such information include personally identifiable information (PII), protected health information (PHI), financial data, intellectual property (IP), and any other data that might be legally protected.

A student should include the following statement in assignments to indicate use of Generative AI Tool: "The author(s) would like to acknowledge the use of [Generative AI Tool Name], a language model developed by the [Generative AI Tool Provider], in the preparation of this assignment. The [Generative AI Tool Name] was used in the following ways(s) in this assignment [e.g., brainstorming, grammatical correction, citation, which portion of the assignment]."

Option 3A: STOP – Red Light

AI Policy: Not permitted in this course.

In this course, it is expected that all submitted work is produced by the student themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty.

Option 3B:

AI Policy: Not permitted in this course.

In this course, it is expected that all submitted work is produced by the student themselves, whether individually or collaboratively. Students must not seek the assistance of Generative AI Tools like ChatGPT for graded assignments. Use of a Generative AI Tool to complete an assignment constitutes academic dishonesty. Students may use Generative AI tools as a study tool but be forewarned that AI tools are not trustworthy.

You must not use generative AI on this assignment for any purpose.
You may use generative AI for assignments for certain purposes only under the guidance of your course instructor and within academic integrity guidelines.
You may use generative AI but always within academic integrity guidelines.

Resource:
https://www.ucd.ie/artshumanities/study/aifutures/trafficlightsystem/

ASSESSMENT OF STUDENTS

CAHIIM Standard V. 22 Curriculum – Assessment of Students
CAHIIM Standard III.12 Faculty Performance

Assessment of Students will vary in each course. There are both formative and summative assessments included in the HIMS courses. The HIMS Program has an assessment plan in place for systematic evaluation to ensure the students are making progress toward and demonstration of the competencies in the program. Additionally, the students in the program will have the opportunity to share feedback about the course instruction through a course evaluation process.

HIMS COURSE SYLLABI

CAHIIM Standard V.19 Syllabi

Each course syllabi will follow a standard format for the HIMS program. Additionally, the college uses Simple Syllabus for each course. The course syllabi will outline the course number and title, any co-requisites or pre-requisites, instructor contact information, details regarding texts/lab required purchases, list the knowledge, skills, abilities, and behaviors that contribute to performance, course objectives and learning outcomes, course schedule, and assessment methods. The course syllabi serves as the agreement between the instructor and student of course expectations.

PROCTORED EXAMINATIONS

Honorlock proctoring tool will be used for your class quizzes and exams. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software, or schedule an appointment in advance. Honorlock is available 24/7, and all that is required is a computer, a working webcam/microphone, your ID, and a stable internet connection.

If you have problems while using Honorlock contact them directly at:

- Live Chat: https://honorlock.kb.help/
- Email: support@honorlock.com
- Honorlock support: https://honorlock.com/support/

Important Information:
- You will need to scan a photo I.D. card when you open each quiz or exam.
  - This can be your student ID or another photo ID used to identify you.
- Use a desktop or laptop computer (you will NOT be able to use your phone or tablet).
- You will need to disconnect any additional monitors (you can only use one monitor).
- You can only use your desktop or laptop computer; no secondary devices can be used while taking the quiz/exam.
- Use a webcam (on your computer or separate).

- CHROME is the only browser that can be used.
- A <u>360º room scan</u> will be required with your webcam.
    - No other person(s) can be in the room.
    - No other devices can be used (phones, computers, tablets).
    - Noises during the exam will be recorded.
    - No additional browsers should be open (unless okayed by the instructor)

EDUCATIONAL CONTRACT

If the course instructor feels that a student's success or attentiveness in the course has diminished, time management skills appear to be compromised, the student has displayed unprofessional conduct, the student has been absent for 2 or more successive modules, has been non-communicative with faculty, has not completed or successfully passed a heavily weighted project in the course, or if the student's grade has fallen below 75%, the instructor will place the student on an Educational Contract. This is not a punitive Contract, nor will the Contract compromise the student's record at the College. The Contract is solely to aid in the success of the students at Northeast Community College. Once the student has been placed on an Educational Contract, the guidelines of the contract will remain in effect until the completion of this course.

GRADING SCALE

The student must obtain a C grade or better in HIMS course work to be able to continue to move through the program. The HIMS Program will follow the Northeast Standard Grading Scale.

Letter Grade	Range
A+	100% to 95%
A	<95% to 90%
B+	<90% to 85%
B	<85% to 80%
C+	<80% to 75%
C	<75% to 70%
D+	<70% to 65%
D	<65% to 60%
F	<60% to 0%

EXAMINATIONS/QUIZZES

1. Students are to complete all examinations on the due dates.

2. If a student knows in advance that an examination will be missed, they will be expected to make arrangements with the instructor to make it up. The student must complete a Student Request with the Testing Center to make up the missed examination. See the Student Request form below.

3. If a student misses an examination, they will receive a "0" grade.

ASSIGNMENTS

1. All assignments are due at the specified time.

   - Any assignment turned in after the specified time will result in a "0" grade.

   - If a student has an excused absence, the assignment is due when the student returns.

2. All assignments must be completed in their entirety and at a satisfactory level.

VIRTUAL LAB-VLAB - AHIMA'S VIRTUAL LAB

AHIMA offers an e-HIM® Virtual Laboratory (VLab) that provides educators and students in campus-based and distance learning colleges and universities with virtual access to a full array of health information management technologies.

AHIMA has recognized the importance of technology training for health information management students, as well as the difficulty programs face in making the technology available to their students. Developed in partnership with health information technology software corporations, the Virtual Lab allows students to work with the software they will encounter in the workplace, in a safe environment that closely simulates real world application of those technologies.

HIMS faculty will utilize the VLab throughout the HIMS curriculum to provide simulations and for completion of assignments. HIMS students will be emailed instructions to enroll in the VLab. Assignment grades in various courses in the HIMS curriculum are dependent upon participation in the VLab; therefore, it is imperative that students respond to the email.

EHR GO

EHR Go is an educational Electronic Health Record (EHR) that is realistic to practice and can do everything from basic EHR competencies and coding to complex data mining and analytics.

Section Five: Practicum Courses and Sites

PROFESSIONAL PRACTICUM EXPERIENCE AND SITES – A current list of contracts and sites is available in the office of the HIMS Program Director.

CAHIIM V.23 Experiential Learning and Assessment

Professional Practicum Experiences involves performance of functions in local hospitals, clinics, and other health care facilities. As part of the professional practicum experience, a student must participate in authentic experiential learning opportunities within the first year of the program in order to practice and demonstrate the competencies.

BACKGROUND CHECKS AND DRUG SCREENING

The healthcare-related facilities associated with our clinical education program require background checks and drug screening on incoming students to ensure the safety of the patients and staff you will interact with. All students will complete a criminal background check. While negative information on a criminal background check may not in itself prohibit a student from being admitted to the College, the College may not be able to place a student with such results at a clinical site for a clinical experience. A practicum site will, in its sole discretion, make the ultimate decision regarding a student's placement. The College makes no final decisions regarding student acceptability for a clinical placement based on Criminal Background Check and Drug Screening results. If a student is unable to participate in a clinical experience for whatever reason, he or she will not be able to progress through the program. Fees for the CastleBranch process are included in course fees for practicum courses.

CONFIDENTIALITY AGREEMENT AND HIPAA TRAINING

Each student will sign a Confidentiality Agreement (see Section Eleven) agreeing to hold any and all medical information learned during the course of academic and clinical activities in strictest confidence, and in understanding that the violation of confidentiality will result in dismissal from the academic program. Students should also be aware that medical information is confidential under state and federal laws and improper disclosures may subject the student to civil and/or criminal liability.

INFORMED CONSENT

As a student in the Northeast Community College HIMS program, students are required to complete a Student Informed Consent form (see Section Eleven) for the following:

- For educational purposes, the use of technology is encouraged. Each student is required to sign the Student Picture/Video Consent form. (see Section Eleven)

OFF-CAMPUS ACTIVITIES

Students will be required to sign a consent form (see Section Eleven) prior to leaving campus for field trips or off-campus activities. The student is responsible for any cost in the event of injury or illness occurring off-campus.

CHANGE OF PERSONAL INFORMATION

Northeast must maintain current personal information on all students to effectively communicate and coordinate the day-to-day aspects of the course. Keep all information up to date in your profile on the college site in My Northeast Apps:

- Name
- Address
- Telephone number
- E-mail address

Section Six: Program Accreditation

The Health Information Management Systems (HIMS) Program received accreditation from the Commission on Accreditation of Health Information and Information Management (CAHIIM). With the HIMS Program being accredited this means that students are eligible to sit for the Registered Health Information Technician examination upon graduation. The HIMS program also goes through annual program accreditation review as well as a comprehensive accreditation review every 7 years.

CAHIIM establishes quality standards for the educational preparation of future health information management professionals and is the accrediting organization for degree programs in health information.

- The following standards are developed under the premise that the student:
    - can be reasonably expected to meet such standards on admission,
    - maintain the validity of this expectation throughout his progress through the curriculum,
    - meet the minimal level of competence established for each course, and
- With reasonable accommodations, the student must be able to:
    - Receive information via lecture, videotape, slides, class discussion, texts, computer-assisted instruction, films and audiocassettes; communicate his level of understanding and raise questions for clarification.
    - Demonstrate the ability to successfully carry out assignments at practicum sites.
    - Understand and follow instructions from HIMS department employees, and faculty; communicate his/her level of understanding and raise questions for clarification.

EARLY TESTING

The students in the HIMS program will apply to take the RHIT exam during their last semester of the program. The students will complete the Early Testing application and take the RHIT before graduation.

Section Seven: HIMS Curriculum

CAHIIM V.18 Curriculum, CAHIIM V. 20 Course Sequence

HIMS CURRICULUM – REQUIRED PROGRAM OF STUDY FOR ASSOCIATE OF APPLIED SCIENCE DEGREE (2 YEARS)

FRESHMAN YEAR

First Semester

Course	Credits
BSAD 1005 Investing in Strengths	1
BSAD 2050 Business Communications	3
HIMS 1000 Intro to HIM	2
HIMS 1025 Medical Office Procedures	2
HIMS 1220 Structure & Function of Human Body	3
HLTH 1060 Comprehensive Medical Terminology	3
OFFT 1500 Microsoft Office	3
	17

Second Semester

Course	Credits
HIMS 1110 Coding I and Lab	4
HIMS 1120 Legal and Compliance Issues	3
HIMS 1140 Pathopharmacology	3
HIMS 2000 Medical Billing and Reimbursement	3
HIMS 2020 Coding II and Lab	4
	17

SOPHOMORE YEAR

First Semester

Course	Credits
BSAD 1000 Human Relations and Ethics	3
HIMS 1010 Applied Health Informatics	2
HIMS 1150 Professional Practice Experience I	2
HIMS 2030 HIM Applications	3
HIMS 2130 Reimbursement Methodologies	3
MATH 2170 Applied Statistics	3
	15

Second Semester

Course	Credits
ECON 2110 Principles of Macroeconomics	3
HIMS 2040 Health Care Information Systems	3
HIMS 2100 Quality Mgmt & Process Improvement	3
HIMS 2110 HIM Assessment	1
HIMS 2120 Professional Practicum Experience	3
HIMS 2150 HIM Leadership	1
	14

Total Credit Hours	63

HIMS COURSE TRACKING CHECKLIST – AAS DEGREE PLAN

CAHIIM IV.17 Student Academic Progression

Associate of Applied Science in HIMS

COURSE	COURSE TITLE	HOURS	INSTITUTION	SEMESTER	GRADE
Mandatory Placement/General Education AAS Requirements					
BSAD 2050	Business Communications (cert, diploma) *Communications*	3			
ECON 2110	Principles of Macroeconomics *Social Science*	3			
BSAD 1000	Human Relations & Ethics *Behavioral Science*	3			
MATH 2170	Applied Statistics *Mathematics*	3			
OFFT 1500	Microsoft Office (cert, diploma) *Technology*	3			
Major in HIMS – Semester 1					
BSAD 1005	Investing in Strengths~	1			
BSAD 2050	Business Communications~^	3			
HIMS 1000	Intro to HIM	2			
HIMS 1025	Medical Office Procedures	2			
HIMS 1220	Structures & Functions of the Human Body	3			
HLTH 1060	Comprehensive Medical Terminology	3			
OFFT 1500	Microsoft Office~^	3			
Major in HIMS – Semester 2					
HIMS 1110	Coding I & Lab	4			
HIMS 2020	Coding II & Lab	4			
HIMS 1120	Legal and Compliance Aspects in HIM	3			
HIMS 1140	Pathopharmacology	3			
HIMS 2000	Medical Billing & Reimbursement	3			
Major in HIMS – Semester 3					
BSAD 1000	Human Relations & Ethics	3			
HIMS 1010	Applied Health Informatics	2			
HIMS 2030	HIM Applications^	3			
HIMS 2130	Reimbursement Methodologies	2			
HIMS 1150	PPE I*^	2			
MATH 2170	Applied Statistics	3			
Major in HIMS – Semester 4					
ECON 2100	Principles of Macroeconomics	3			
HIMS 2100	Quality Mgmt & Process Improvement	3			
HIMS 2110	HIT Assessment	1			
HIMS 2120	PPE II*	3			
HIMS 2040	Advanced Health Informatics	3			
HIMS 2150	HIM Leadership	1			

~Course is required to complete the **HIMS Certificate**; ^Course is required to complete the **HIMS Diploma**

*CastleBranch requirements must be met to successfully complete this course.

All courses listed above are required to successfully fulfill the degree requirements for the AAS degree in HIMS

HIMS PROGRAM ADMISSION PROCESS

CAHIIM IV.17 Student Academic Progression

Applications will be accepted continually throughout the year for the Fall or Spring semester start.

Prior to registering for the Northeast Health Information Management Systems (HIMS) Program, you must provide the following information to the Director of HIMS Program.

- Professional resume
- High School or College Transcripts, if applicable
- Application for Credit for Prior Learning, if applicable
- Copy of Coding Certifications, if applicable

In addition to the information supplied above, the HIMS Program students must be aware of the following requirements for the program.

HIMS Program Requirements:

- HIMS Coursework: Students must earn a C grade or above in all HIMS coursework.
  - In the event of course failure or withdrawal, the student will be allowed to repeat the course one time to earn a qualifying grade and continue in the program.
- Professional Meeting: Attend a professional HIM meeting as assigned by the HIMS program director and faculty.
- Criminal background check will be required to complete Professional Practice Experience (PPE) courses.
- Drug screening will be required to complete the Professional Practice Experience (PPE) courses.
- Documentation of immunization history is required to complete Professional Practice Experience (PPE) courses.
  - MMR, Varicella, Tetanus, Hepatitis B, Tuberculosis (TB), and Covid-19 vaccine history

The student must also complete the college admission process including, but not limited to:

- General application to the college
- Claiming their account after application
- Submitting any transcripts and test scores
- Attend either in person or virtual orientation
- Meet with their assigned advisor to register for classes
- Apply for Financial Aid, if applicable
- Apply for Scholarships, if applicable

HIMS Curriculum Competencies

Program/Degree: HIMS/AAS

2018 Curriculum Competencies

Domain I. Data Structure, Content, and Information Governance

I.1 Describe healthcare organizations from the perspective of key stakeholders

I.2 Apply policies, regulations, and standards to the management of information

I.3 Identify policies and strategies to achieve data integrity

I.4 Determine compliance of health record content within the health organization

I.5 Explain the use of classification systems, clinical vocabularies, and nomenclatures

I.6 Describe components of data dictionaries and data sets

I.6 (DM ONLY) Evaluate data dictionaries and data sets for compliance with governance standards

Domain II. Information Protection: Access, Use, Disclosure, Privacy, and Security

II.1 Apply privacy strategies to health information

II.2 Apply security strategies to health information

II.3 Identify compliance requirements throughout the health information life cycle

Domain III. Informatics, Analytics, and Data Use

III.1 Apply health informatics concepts to the management of health information

III.2 Utilize technologies for health information management

III.3 Calculate statistics for healthcare operations

III.4 Report health care data through graphical representations

III.5 Describe research methodologies used in healthcare

III.6 Describe the concepts of managing data

III.7 Summarize standards for the exchange of health information

III.6 (DM ONLY) Manage data within a database system

III.7 (DM ONLY) Identify standards for exchange of health information

Domain IV. Revenue Cycle Management

IV.1 Validate assignment of diagnostic and procedural codes and groupings in accordance with official guidelines

IV. 2 Describe components of revenue cycle management and clinical documentation improvement

IV. 3 Summarize regulatory requirements and reimbursement methodologies

IV.1 (RM ONLY) Determine diagnosis and procedure codes according to official guidelines

IV. 2 (RM ONLY) Evaluate revenue cycle processes

IV.3 (RM ONLY) Evaluate compliance with regulatory requirements and reimbursement methodologies

Domain V. Health Law and Compliance

V.1 Apply legal processes impacting health information

V.2 Demonstrate compliance with external forces

V.3 Identify the components of risk management related to health information management

V.4 Identify the impact of policy on health care

Domain VI. Organizational Management and Leadership

VI.1 Demonstrate fundamental leadership skills

VI.2 Identify the impact of organizational change

VI.3 Identify human resource strategies for organizational best practices

VI.4 Utilize data-driven performance improvement techniques for decision making

VI.5 Utilize financial management processes

VI.6 Examine behaviors that embrace cultural diversity

VI.7 Assess ethical standards of practice

VI.8 Describe consumer engagement activities

VI.9 Identify processes of workforce training for healthcare organizations

ENTRY-TO-PRACTICE COMPETENCIES FOR HEALTH DATA AND INFORMATION MANAGEMENT PROFESSIONALS AND LEADERS– ASSOCIATE DEGREE

The HIMS Program at Northeast Community College is based on a hybrid Competency-Based Education model designed to focus on what you know and can do, rather than testing your knowledge.

In Competency-Based Education you prove competence by demonstrating mastery of specific skills or knowledge, such as in the units, assessment statements, and performance indicators listed below.

- To prove competence in a specific area within the curriculum, you must demonstrate proficiency in each required competency through assessments, projects, or practical demonstrations.
- The program will include both formative and summative assessments and will help track the progress toward mastery of a competence assessment statement. The summative assessments are used to demonstrate mastery of a competence assessment statement.

CAHIIM Competence Assessment Statements and Performance Indicators

Unit 1: Applied Sciences
Unit 2: Professionalism
Unit 3: Health Law and Policy
Unit 4: Data Management
Unit 5: Informatics and Data Analytics
Unit 6: Clinical Coding
Unit 7: Financial and Revenue Cycle Management
Unit 8: Quality, Risk Management and Safety
Unit 9: Organizational Management
Unit 10: Leadership

Unit 1: Applied Sciences

1.1 Written and Oral Communications (does)
- 1.1.1   Use proper grammar and spelling in written communications. (does)
- 1.1.2   Ensure thorough and logical explanations founded on evidence-based information. (does)
- 1.1.3   Include proper scholarly or professional literature citations in written reports. (does)
- 1.1.4   Select or develop graphical representations and images to enhance communications and demonstrate appropriate understanding. (does)

1.2 Technology Competence (does)
- 1.2.1   Use digital technology, networks, and communication tools to find, evaluate, and communicate information. (does)
- 1.2.2   Use software packages that allow for the analysis and presentation of the data. (does)

1.3 Anatomy and Physiology (knows)
- 1.3.1   Identify musculoskeletal and physiological body systems and functions. (knows)
- 1.3.2   Integrate knowledge of body systems and functions in decision-making. (shows)

1.4   Medical Terminology (does)
- 1.4.1   Integrate prefixes, suffixes, word roots, and combining forms of medical terms. (knows)

1.4.2   Interpret proper phrases and terms of diseases, pathological conditions, and systems of the body. (knows)

1.4.3   Use medical terminology and abbreviations within the correct context. (does)

1.5 Pathophysiology and Pharmacology (knows)

1.5.1   Recognize the physical and functional changes that occur with the disease, injury and human life cycle (knows).

1.5.2   Describe diagnostic and therapeutic tests and procedures in disease processes and interventions. (knows)

1.5.3   Identify generic and brand names and the indications for commonly prescribed drugs and agents. (knows)

1.5.4   Identify contraindications and side effects associated with drug therapies. (knows)

1.6   Healthcare Services Delivery (knows)

1.6.1   Identify types of healthcare organizations and systems. (knows)

1.6.2   Differentiate the scope of health professionals and healthcare services in various settings. (knows)

1.6.3   Identify the role and scope of practice of healthcare providers. (knows)

1.7   Fundamental Statistical Concepts (shows)

1.7.1   Demonstrate understanding of statistical terminology. (knows)

1.7.2   Calculate descriptive statistics and solve fundamental statistical problems. (shows)

1.8   Determinants of Health (knows)

1.8.1   Recognize how the determinants of health impact individual, community and population disease and health. (knows)

1.8.2   Identify the social determinants of health in clinical documentation. (knows)

Unit 2: Professionalism

2.1 Patient and Professional Advocacy Efforts (shows)

2.1.1   Support patients in navigating the health care system, including reimbursement and access to services. (shows)

2.1.2   Advocate for health information services and resources that benefit patients, the organization, and the population. (shows)

2.1.3   Educate others on the scope of practice and role of health information management professions. (does)

2.1.4   Mentor others to support competence in the profession. (shows)

2.2 Self-reflection (does)

2.2.1   Self-reflect on experiences, personal opinions, learn from others and identify growth areas. (does)

2.2.2   Recognize when services are beyond personal competence and consult or refer services to others. (does)

2.2.3   Consider the relationship between the health information management role and the responsibilities of other team members. (knows)

2.2.4   Engage in continuing education and professional development. (does)

2.3 Ethical Behaviors. (knows)

    2.3.1   Recognize ethical issues and identify potential actions that support a positive outcome. (knows)

    2.3.2   Identify and manage potential and actual conflicts of interest. (knows)

    2.3.3   Evaluate and apply ethical frameworks to provide professional guidance. (knows)

Unit 3: Health Law and Policy

3.1 Health Information Legislation, Regulations, Licensure and Accreditation (shows)

    3.1.1   Apply knowledge of the US legal system and the legislative processes. (knows)

    3.1.2   Identify legislation, regulations, regulatory standards, and judicial processes impacting health information management. (knows)

    3.1.3   Identify the alignment of policy to legislation and regulations. (shows)

    3.1.4   Recognize the impact of licensure and accreditation standards on health information management policies and procedures. (shows)

    3.1.5   Properly cite and reference legislation and regulations. (does)

3.2 Privacy, Security and Confidentiality. (shows)

    3.2.1   Obtain authorization for the collection, use and release of personal health information. (shows)

    3.2.2   Identify potential and actual privacy and security risks and define steps to mitigate vulnerabilities and the risk of unauthorized access. (shows)

    3.2.3   Follow legal requirements when releasing information to patients and authorized individuals and organizations. (shows)

    3.2.4   Use physical, technical, and administrative controls to ensure safeguards are in place to protect assets. (shows)

    3.2.5   Identify the vulnerabilities and the risk of unauthorized access. (knows)

    3.2.6   Identify potential and real cyber security risks and define steps to mitigate risks. (knows)

    3.2.7   Validate legal documents to protect patients and the organization. (shows)

    3.2.8   Participate in reviewing a health information compliance plan to assess the level of compliance within the health system. (shows)

3.3   Healthcare Fraud and Abuse. (shows)

    3.3.1   Differentiate between healthcare fraud and abuse as defined in legislation. (knows)

    3.3.2   Identify the reporting requirements associated with healthcare fraud and abuse. (knows)

    3.3.3   Analyze data and reports to identify trends and patterns of fraud or abuse. (shows)

    3.3.4   Monitor clinical documentation integrity metrics and compare results to identify data trends. (shows)

3.4   State and Federal Reporting. (shows)

    3.4.1   Identify required elements for reporting vital statistics and notifiable diseases, abuse, and deaths. (knows)

    3.4.2   Apply exceptions to the privacy legislation to release information for required reporting purposes. (shows)

    3.4.3   Conduct data queries to identify physician and practitioner compliance with regulatory, credentialing, and licensure requirements. (shows)

Unit 4: Data Management

4.1 Health Record Life Cycle. (does)

 4.1.1 Identify the content of the health record and documentation for various types and sizes of health organizations, including virtual environments. (knows)

 4.1.2 Apply understanding of the health record life cycle. (shows)

 4.1.3 Accurately enter, export, and sort health records data. (does)

 4.1.4 Analyze workflow within an electronic health record. (does)

 4.1.5 Identify components and interactions of software applications in the electronic health record. (does)

 4.1.6 Implement, maintain and sunset an information system or application. (shows)

4.2 Data Configuration (does)

 4.2.1 Follow interoperability standards to ensure data sharing across systems. (knows)

 4.2.2 Work with data dictionaries, templates, flow sheets, and forms align with requirements and parameters. (does)

 4.2.3 Use data collection templates, flows sheets and forms, and identify purposes for collecting data and the required data elements. (does)

4.3 Advanced Digital Applications (does)

 4.3.1 Examine the trends, applications, benefits, and risks of AI and machine learning. (knows)

 4.3.2 Identify various artificial intelligence applications and other advanced technologies used in healthcare operations. (knows)

 4.3.3 Audit data generated from advanced digital applications. (does)

 4.3.4 Review the security, authenticity and reliability of the data generated from artificial intelligence and other advanced technologies. (does)

Unit 5: Informatics and Data Analytics

5.1 Data Collection and Databases (does)

 5.1.1 Determine appropriate data collection methods considering end-user perspectives and needs. (knows)

 5.1.2 Access data in databases using analytic software. (does)

 5.1.3 Apply knowledge of database structures to search for, compile and modify data sets. (does)

5.2 Data Interpretation (does)

 5.2.1 Identify data type and appropriate statistical application for the analysis. (knows)

 5.2.2 Use spreadsheets and Excel to perform a variety of data analyses. (does)

 5.2.3 Accurately interpret, calculate, summarize, and visualize data using statistical software. (does)

5.3 Data Visualization (does)

 5.3.1 Choose the type of visualization based on the audience and data set. (does)

 5.3.2 Ensure correct data presentation to support accurate conclusions. (does)

 5.3.3 Use various data analytic tools to create a visual display of data. (does)

Unit 6: Clinical Coding

6.1 Classification Systems, Nomenclature and Terminology (does)

 6.1.1 Navigate various classification systems. (does)

 6.1.2 Apply coding rules and guidelines. (does)

6.1.3 Apply classification systems, methodologies, and approaches to validate the use and reliable data stratification. (does)

6.2 Payer Transmittals, Coding and Payment Procedures and Documentation. (shows)
6.2.1 Identify and report required changes to the revenue cycle based on payor requirements. (does)
6.2.2 Apply diagnostic and procedural coding knowledge to support reimbursement methodologies and payment systems. (shows)
6.2.3 Locate and navigate the CMS transmittal and other payor portals. (shows)

6.3 Coding Validation. (does)

6.3.1 Validate accurate code selections using coding technological resources (e.g., encoder and computer-assisted coding). (shows)
6.3.2 Conduct audits to detect any performance issues and flaws in the applications. (does)
6.3.3 Recommend corrective actions to mitigate discrepancies and prevent future coding errors. (does)
6.3.4 Identify and correct problems with billing, coding and documentation to improve accepted claims. (shows)

Unit 7: Financial and Revenue Cycle Management

7.1 Revenue Cycle Management (shows)
7.1.1 Apply reimbursement methodologies and payment systems for the continuum of care. (shows)
7.1.2 Apply regulatory requirements for patient billing data collection, claim generation, and adjudication for reimbursement and compliance. (shows)
7.1.3 Define revenue life-cycle management from the initial patient contact through billing, payment adjudication, and cash posting. (knows)
7.1.4 Evaluate code assignment for accurate reimbursement from payer sources. (shows)
7.1.5 Reconcile remittance advice and payment documentation for revenue cycle management. (shows)

7.2 Patient Encounters and Payers Responsibilities (shows)
7.2.1 Facilitate prior authorization and insurance eligibility activities. (shows)
7.2.2 Document patient encounters and data collection, including charge capture, coding, and charge entry. (shows)
7.2.3 Follow an established pricing estimate protocol to generate a transparent and compliant patient estimate of proposed services. (knows)
7.2.4 Determine propensity to pay. (knows)
7.2.5 Identify underpayments by payors or failure to capture revenue. (knows)
7.2.6 Process denials and appeals for claims. (shows)

Unit 8: Quality, Risk Management and Safety

8.1 Quality Assessment and Improvement (shows)
8.1.1 Audit the quality of patient records and report on issues and trends. (shows)
8.1.2 Recognize the role of health information management in tracking and reporting on performance indicators. (shows)
8.1.3 Collect data at the level of detail needed to monitor and analyze performance. (shows)

8.1.4   Review quality reports to identify trends and areas of improvement for continuous quality improvement. (shows)

8.2 Compliance Audits and Risk Management. (does)

8.2.1   Conduct an audit of health record data requirements and report on findings to promote workforce compliance with legal, regulatory, and accreditation requirements. (does)

8.2.2   Compile and generate an audit report aligned to accreditation standards and communicate results. (does)

8.2.3   Test new features and functions of new applications or templates to confirm data accuracy and use. (shows)

8.2.4   Monitor data to identify risks, adverse events, and safety issues. (shows)

Unit 9: Operational Management

9.1 Virtual Business Administration (does)

9.1.1   Interact with people virtually in their communities and other regions, states or nations. (does)

9.1.2   Take steps to ensure unauthorized access to the session and the privacy and confidentiality of personal health information. (shows)

9.1.3   Apply advanced communication skills to support transparent and engaging interactions. (does)

9.1.4   Apply time management skills and productivity principles to ensure a conducive virtual environment. (does)

9.2 Financial Management (shows)

9.2.1   Identify the broad financial imperatives facing the health systems and the basics of good financial stewardship. (knows)

9.2.2   Review a cost-effectiveness and cost-benefit analysis of budget priorities. (shows)

Unit 10: Leadership

10.1 Leadership Principles (does)

10.1.1 Practice shared decision-making with internal and external partners. (does)

10.1.2 Practice ethical and transparent communications. (does)

10.1.3 Provide coaching and mentoring to foster the professional development of others. (does)

10.1.4 Applies evidence-based information and research to inform decisions and justify actions. (does)

10.2 Interprofessional Collaboration Activities and Initiatives (does)

10.2.1 Identify professionals with legal authority to access electronic health records and their professional obligations to document patient care services. (knows)

10.2.2 Develop training materials for various individuals, groups, and populations in collaboration with interprofessional team members. (does)

10.2.3 Recognize the various roles and scope of the inter-professional team. (knows)

10.3 Critical Thinking (does)

10.3.1 Apply conflict resolution practices during difficult situations or conversations. (shows)

10.3.2 Analyze problems, promote solutions, and encourage decision-making. (does)

10.3.3   Apply evidence-based information and research to practice. (does)

Section Eight: Professional Opportunities

PROFESSIONAL DEVELOPMENT

CAHIIM IV.14 Professional Development, CAHIIM IV.16 Financial Support

Professional development and networking opportunities are made available for the students in the HIMS program to attend throughout the duration of the program. In addition to these professional development opportunities for students, the HIMS program director, full-time faculty and adjunct faculty participate in professional development related to competency-based education and curriculum content in their assigned teaching areas. These professional development opportunities are made available through the HIMS budget, grant funds when available, and other funds as applicable to support the continued growth of the HIMS program to achieve the goals and outcomes of the program.

HIMS STUDENT AWARD

There is an award presented to a HIMS student each year. The criteria are as follows:

Enrolled in a CAHIIM accredited program, 3.5/4.0 GPA, Demonstrated leadership and commitment to the future of the Health Information profession through participation in Health Information related volunteer work.

REQUEST FOR LETTER OF RECOMMENDATION

Students requesting a reference for prospective employers or for college or scholarship applications are required to complete an Authorization for the Release of Information Form (found on the Northeast website) and submit the completed form to the Northeast Registrar's Office. Students should always ask the faculty member if he/she is willing to provide a positive reference.

EMPLOYMENT IN HEALTH INFORMATION MANAGEMENT

Employment, likelihood of employment, or starting wages cannot be guaranteed upon successful completion of the HIMS program. It is the student's responsibility to be the best student he or she can be and to actively prepare for and seek employment.

AHIMA: AMERICAN HEALTH INFORMATION MANAGEMENT ASSOCIATION

AHIMA Membership

Students are strongly encouraged to become a student member of AHIMA. Learn how you can become a member of AHIMA and the benefits of becoming a student member of AHIMA. Visit this website to find out more information: http://www.ahima.org/membership (AHIMA. 2021, August 18)

AHIMA Code of Ethics

Preamble

The ethical obligations of the health information management (HIM) professional include the safeguarding of privacy and security of health information; appropriate disclosure of health information; development, use, and maintenance of health information systems and health information; and ensuring the accessibility and integrity of health information.

Healthcare consumers are increasingly concerned about security and the potential loss of privacy and the inability to control how their personal health information is used and disclosed. Core health information issues include what information should be collected, how the information should be managed, who should have access to the information, under what conditions the information should be disclosed, how the information is retained, when it is no longer needed, and how is it disposed of in a confidential manner. All of the core health information issues are addressed in compliance with state and federal regulations, and employer policies and procedures.

Ethical obligations are central to the professional's responsibility, regardless of the employment site or the method of collection, storage, and security of health information. In addition, sensitive information (e.g., genetic, adoption, substance use, sexual health, and behavioral information) requires special attention to prevent misuse. In the world of business and interactions with consumers, expertise in the protection of information is required.

Purpose of the American Health Information Management Association Code of Ethics

The HIM professional has an obligation to demonstrate actions that reflect values. The American Health Information Management Association (AHIMA) Code of Ethics sets forth these principles. (See also AHIMA Mission, Vision, Values) The code is relevant to all AHIMA members, non-members with the Commission on Certification for Health Informatics and Information Management (CCHIIM) certifications, and students enrolled in a formal certificate or degree granting program directly relevant to AHIMA's Purpose regardless of their professional functions, the settings in which they work, or the populations they serve. These purposes strengthen the HIM professional's efforts to improve overall quality of healthcare.

The AHIMA Code of Ethics serves six purposes:
1. Promotes high standards of HIM practice.
2. Summarizes broad ethical principles that reflect the profession's core values.
3. Establishes a set of ethical principles to be used to guide decision-making and actions.
4. Establishes a framework for professional behavior and responsibilities when professional obligations conflict or ethical uncertainties arise.
5. Provides ethical principles by which the general public can hold the HIM professional accountable.
6. Mentors practitioners new to the field to HIM's mission, values, and ethical principles.

The code includes principles that are enforceable and aspirational. The extent to which each principle is enforceable is a matter of professional judgment to be exercised by those responsible for reviewing alleged violations of ethical principles.

Principles

The following principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members, non-members CCHIIM certifications, and students.

1. Advocate, uphold, and defend the consumer's right to privacy and the doctrine of confidentiality in the use and disclosure of information.
2. Put service and the health and welfare of persons before self-interest and conduct oneself in the practice of the profession so as to bring honor to oneself, their peers, and to the health information management profession.
3. Preserve, protect, and secure personal health information in any form or medium and hold in the highest regard health information and other information of a confidential nature obtained in an official capacity, taking into account the applicable statutes and regulations.
4. Refuse to participate in or conceal unethical practices or procedures and report such practices.
5. Use technology, data, and information resources in the way they are intended to be used.
6. Advocate for appropriate uses of information resources across the healthcare ecosystem.
7. Recruit and mentor students, peers and colleagues to develop and strengthen professional workforce.
8. Represent the profession to the public in a positive manner.
9. Advance health information management knowledge and practice through continuing education, research, publications, and presentations.
10. Perform honorably health information management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.
11. State truthfully and accurately one's credentials, professional education, and experiences.
12. Facilitate interdisciplinary collaboration in situations supporting ethical health information principles.
13. Respect the inherent dignity and worth of every person.

AHIMA Code of Ethics Guidelines

Violation of principles in the Code of Ethics does not automatically imply legal liability or violation of the law. Such determination can only be made in the context of legal and judicial proceedings. Alleged violations of the code are subject to a peer review process. Such processes are generally separate from legal or administrative procedures and insulated from legal review or proceedings to allow the profession to counsel and discipline its own members. Although in some situations, violations of the code would constitute unlawful conduct subject to legal process.

Guidelines for ethical and unethical behavior are provided to assist with the interpretation of the American Health Information Management Association (AHIMA) Code of Ethics. The terms "shall" and "shall not" are used as a basis for setting high standards for behavior. This does not imply that everyone "shall" or "shall not" do everything that is listed. This concept is true for the entire code. If someone engages in the stated activities, ethical behavior is the standard. The guidelines are not a comprehensive list. For example, the statement "safeguard all confidential consumer information to include, but not limited to, personal, health, financial, genetic and outcome information" can also be interpreted as "shall not fail to safeguard all confidential consumer information to include personal, health, financial, genetic, and outcome information."

A code of ethics cannot guarantee ethical behavior. Moreover, a code of ethics cannot resolve all ethical issues or disputes or capture the richness and complexity involved in striving to make responsible choices within a moral community. Rather, a code of ethics sets forth values and ethical principles to which a Health

Information Management (HIM) professional can aspire and by which actions can be judged. Ethical behaviors result from a personal commitment to engage in ethical practice.

Professional responsibilities often require an individual to move beyond personal values. For example, an individual might demonstrate behaviors that are based on the values of honesty, providing service to others, or demonstrating loyalty. In addition, professional values may require promoting confidentiality, facilitating interdisciplinary collaboration, and refusing to participate or conceal unethical practices. Professional values could require a more comprehensive set of values than an individual's need to be an ethical agent in one's own personal life.

The AHIMA Code of Ethics is to be used by AHIMA members, non-members with the Commission on Certification for Health Informatics and Information Management (CCHIIM) certifications, students enrolled in a formal certificate or degree granting program directly relevant to AHIMA's Purposes, and consumers, agencies, organizations, and bodies (such as licensing and regulatory boards, insurance providers, courts of law, government agencies, and other professional groups) that choose to adopt it or use it as a frame of reference. The AHIMA Code of Ethics reflects the commitment of all to uphold the profession's values and to act ethically. Individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments, must apply ethical principles.

The code does not provide a set of rules that prescribe how to act in all situations. Specific applications of the code must consider the context in which it is being considered and the possibility of conflicts among the values and principles.

How to Interpret the Code of Ethics

Principles and Guidelines

The following ethical principles are based on the core values of the American Health Information Management Association and apply to all AHIMA members, non-members with CCHIIM certifications, and students enrolled in a formal certificate or degree granting program directly relevant to AHIMA's Purposes. Guidelines included for each ethical principle are a non-inclusive list of behaviors and situations that can help to clarify the principle. They are not meant to be a comprehensive list of all situations that can occur.

1. ***Advocate, uphold, and defend the consumer's right to privacy and the doctrine of confidentiality in the use and disclosure of information.***

A health information management professional shall:

1.1. Safeguard all confidential consumer information to include, but not limited to, personal, health, financial, genetic, and outcome information.

1.2. Engage in social and political action that supports the protection of privacy and confidentiality and be aware of the impact of the political arena on the health information issues for the healthcare industry and the public.

1.3. Advocate for changes in policy and legislation to ensure protection of privacy and confidentiality, compliance, and other issues that surface as advocacy issues and facilitate informed participation by the public on these issues.

1.4. Protect the confidentiality of all information obtained in the course of professional service. Disclose only information that is directly relevant or necessary to achieve the purpose of disclosure. Release information only with valid authorization from a consumer or a person legally authorized to consent on behalf of a consumer or as authorized by federal or state regulations. The minimum necessary standard is essential when releasing health information for disclosure activities.

1.5. Promote the obligation to respect privacy by respecting confidential information shared among colleagues, while responding to requests from the legal profession, the media, or other non-healthcare related individuals, during presentations or teaching and in situations that could cause harm to persons.

1.6. Respond promptly and appropriately to consumer requests to exercise their privacy rights (e.g., access, amendments, restriction, confidential communication, etc.). Answer truthfully all consumers' questions concerning their rights to review and annotate their personal biomedical data and seek to facilitate consumers' legitimate right to exercise those rights.

2. ***Put service and the health and welfare of persons before self-interest and conduct oneself in the practice of the profession so as to bring honor to oneself, peers, and to the health information management profession.***

A health information management professional shall:

2.1. Act with integrity, behave in a trustworthy manner, elevate service to others above self-interest, and promote high standards of practice in every setting.

2.2. Be aware of the profession's mission, values, and ethical principles, and practice in a manner consistent with them by acting honestly and responsibly.

2.3. Anticipate, clarify, and avoid any conflict of interest, to all parties concerned, when dealing with consumers, consulting with competitors, in providing services requiring potentially conflicting roles (for example, finding out information about one facility that would help a competitor), or serving the Association in a volunteer capacity. The conflicting roles or responsibilities must be clarified and appropriate action taken to minimize any conflict of interest.

2.4. Ensure that the working environment is consistent and encourages compliance with the AHIMA Code of Ethics, taking reasonable steps to eliminate any conditions in the organizations that violate, interfere with, or discourage compliance with the code.

2.5. Take responsibility and credit, including authorship credit, only for work one actually performs, or to which one contributed. Honestly acknowledge the work of and the contributions made by others verbally or written, such as in publication.

A health information management professional shall not:

2.6. Permit one's private conduct to interfere with the ability to fulfill one's professional responsibilities.

2.7. Take unfair advantage of any professional relationship or exploit others to further one's own personal, religious, political, or business interests.

3. ***Preserve, protect, and secure personal health information in any form or medium and hold in the highest regard health information and other information of a confidential nature obtained in an official capacity, taking into account the applicable statutes and regulations.***

A health information management professional shall:

3.1. Safeguard the privacy and security of written and electronic health information and other sensitive information. Take reasonable steps to ensure that health information is stored securely and that consumers' data and information is not available to others who are not authorized to have access. Prevent inappropriate disclosure of individually identifiable information.

3.2. Take precautions to ensure and maintain the confidentiality of information transmitted, transferred, or disposed of in the event of termination, incapacitation, or death of a healthcare provider to other parties through the use of any media.

3.3. Inform recipients of the limitations and risks associated with providing services via electronic or social media (e.g., computer, telephone, fax, radio, and television).

4. ***Refuse to participate in or conceal unethical practices or procedures and report such practices.***

A health information management professional shall:

4.1. Act in a professional and ethical manner at all times.

4.2. Take adequate measures to discourage, prevent, expose, and correct the unethical conduct of colleagues. If needed, utilize the AHIMA Policy and Procedures for Disciplinary Review and Appeal for potential ethics complaints.

4.3. Be knowledgeable about established policies and procedures for handling concerns about colleagues' unethical behavior. These include policies and procedures created by AHIMA, licensing and regulatory bodies, employers, supervisors, agencies, and other professional organizations.

4.4. Seek resolution if there is a belief that a colleague has acted unethically or if there is a belief of incompetence or impairment by discussing one's concerns with the colleague when feasible and when such discussion is likely to be productive.

4.5. Consult with a colleague when feasible and assist the colleague in taking remedial action when there is direct knowledge of a health information management colleague's incompetence or impairment.

4.6. Take action through appropriate formal channels, such as contacting an accreditation or regulatory body and/or the AHIMA Professional Ethics Committee if needed.

4.7. Cooperate with lawful authorities as appropriate.

A health information management professional shall not:

4.8. Participate in, condone, or be associated with dishonesty, fraud and abuse, or deception. A non-inclusive list of examples includes:

- Allowing patterns of optimizing or minimizing documentation and/or coding to impact payment
- Assigning codes without provider documentation
- Coding when documentation does not justify the diagnoses or procedures that have been billed
- Miscoding to avoid conflict with others
- Engaging in negligent coding practices
- Hiding or ignoring review outcomes, such as performance data
- Failing to report licensure status for a provider through the appropriate channels
- Recording inaccurate data for accreditation purposes
- Allowing inappropriate access to genetic, adoption, health, or behavioral health information
- Misusing sensitive information about a competitor
- Developing a "record set" that excludes meaningful consumer information to be shared with consumers to protect the health system or specific providers
- Violating the privacy of individuals

Refer to the AHIMA Standards of Ethical Coding for additional guidance.

4.9. Engage in any relationships with a consumer where there is a risk of exploitation or potential harm to the consumer.

5. ***Use technology, data, and information resources in the way they are intended to be used.***

A health information management professional **shall**:

5.1. Use healthcare employer technology resources within the confines of organizational policies.

5.2. Ensure all data and resulting information accessed and derived from healthcare technology resources are not used outside of the scope of the job.

A health information management professional **shall not**:

5.3. Compromise the integrity of healthcare data through any intentional acts or acts that are generally known to create risks to data integrity.

6. ***Advocate for appropriate uses of information resources across the healthcare ecosystem.***

A health information management professional **shall**:

6.1. Verify requests for data and information are based on appropriate, verifiable needs and conditions and fall within the confines of organizational policies, regulations, and laws.

6.2. Educate stakeholders about the need to maintain data integrity and the potential impacts should data integrity not be maintained.

A health information management professional shall not:

6.3. Manipulate information systems to produce or display data and resulting information that is intentionally misleading

7. *Recruit and mentor students, staff, peers, and colleagues to develop and strengthen professional work-force.*

A health information management professional **shall**:

7.1. Provide directed practice opportunities for students.

7.2. Be a mentor for students, peers, and new health information management professionals to develop and strengthen skills.

7.3. Be responsible for setting clear, appropriate, and culturally sensitive boundaries for students, staff, peers, colleagues, and members within professional organizations.

7.4. Evaluate students' performance in a manner that is fair and respectful when functioning as educators or clinical internship supervisors.

7.5. Evaluate staff's performance in a manner that is fair and respectful when functioning in a supervisory capacity.

7.6. Serve an active role in developing HIM faculty or actively recruiting HIM professionals.

A health information management professional **shall not**:

7.7. Engage in any relationships with a person (e.g. students, staff, peers, or colleagues) where there is a risk of exploitation or potential harm to that other person.

8. *Represent the profession to the public in a positive manner.*

A health information management professional **shall**:

8.1. Be an advocate for the profession in all settings and participate in activities that promote and explain the mission, values, and principles of the profession to the public.

9. *Advance health information management knowledge and practice through continuing education, research, publications, and presentations.*

A health information management professional **shall**:

9.1. Develop and enhance continually professional expertise, knowledge, and skills (including appropriate education, research, training, consultation, and supervision). Contribute to the knowledge base of health information management and share one's knowledge related to practice, research, and ethics.

9.2. Base practice decisions on recognized knowledge, including empirically based knowledge relevant to health information management and health information management ethics.

9.3. Contribute time and professional expertise to activities that promote respect for the value, integrity, and competence of the health information management profession. These activities may include teaching, research, consultation, service, legislative testimony, advocacy, presentations in the community, and participation in professional organizations.

9.4. Engage in evaluation and research that ensures the confidentiality of participants and of the data obtained from them by following guidelines developed for the participants in consultation with appropriate institutional review boards.

9.5. Report evaluation and research findings accurately and take steps to correct any errors later found in published data using standard publication methods.

9.6. Design or conduct evaluation or research that is in conformance with applicable federal or state laws.

9.7. Take reasonable steps to provide or arrange for continuing education and staff development, addressing current knowledge and emerging developments related to health information management practice and ethics.

10. ***Perform honorably health information management association responsibilities, either appointed or elected, and preserve the confidentiality of any privileged information made known in any official capacity.***

A health information management professional **shall**:

10.1. Perform responsibly all duties as assigned by the professional association operating within the bylaws and policies and procedures of the association and any pertinent laws.

10.2. Uphold the decisions made by the association.

10.3. Speak on behalf of the health information management profession and association, only while serving in the role, accurately representing the official and authorized positions of the association.

10.4. Disclose any real or perceived conflicts of interest.

10.5. Relinquish association information upon ending appointed or elected responsibilities.

10.6. Resign from an association position if unable to perform the assigned responsibilities with competence.

10.7. Avoid lending the prestige of the association to advance or appear to advance the private interests of others by endorsing any product or service in return for remuneration. Avoid endorsing products or services of a third party, for-profit entity that competes with AHIMA products and services. Care should also be exercised in endorsing any other products and services.

11. ***State truthfully and accurately one's credentials, professional education, and experiences.***

A health information management professional **shall**:

11.1. Make clear distinctions between statements made and actions engaged in as a private individual and as a representative of the health information management profession, a professional health information association, or one's employer.

11.2. Claim and ensure that representation to consumers, agencies, and the public of professional qualifications, credentials, education, competence, affiliations, services provided, training, certification, consultation received, supervised experience, and other relevant professional experience are accurate.

11.3. Claim only those relevant professional credentials actually possessed and correct any inaccuracies occurring regarding credentials.

11.4. Report only those continuing education units actually earned for the recertification cycle and correct any inaccuracies occurring regarding CEUs.

12. *Facilitate interdisciplinary collaboration in situations supporting ethical health information principles.*

A health information management professional **shall**:

12.1. Participate in and contribute to decisions that affect the well-being of consumers by drawing on the perspectives, values, and experiences of those involved in decisions related to consumers.

12.2. Establish clearly professional and ethical obligations of the interdisciplinary team as a whole and of its individual members.

12.3. Foster trust among group members and adjust behavior in order to establish relationships with teams.

13. *Respect the inherent dignity and worth of every person.*

A health information management professional **shall**:

13.1. Treat each person in a respectful fashion, being mindful of individual differences and cultural and ethnic diversity.

13.2. Promote the value of self-determination for each individual.

13.3. Value all kinds and classes of people equitably, deal effectively with all races, cultures, disabilities, ages and genders.

13.4. Ensure all voices are listened to and respected.

Acknowledgement

Adapted with permission from the 1999 Code of Ethics of the National Association of Social Workers.

Resources

National Association of Social Workers. Code of Ethics. 2017.

AHIMA. Code of Ethics, 1957, 1977, 1988, 1998, and 2004, 2011.

AHIMA. Standards of Ethical Coding. 2016. Available in the AHIMA Body of Knowledge.

Harman L., Cornelius F. Ethical Health Informatics: Challenges and Opportunities (formerly titled Ethical Challenges in the Management of Health Information). 3rd ed. Burlington, Massachusetts: Jones & Bartlett Learning; 2017.

McWay, D.C. Legal and Ethical Aspects of Health Information Management, 4th ed. Clifton Park, NY: Cengage Learning; 2014.

Revised & adopted by AHIMA House of Delegates – (April 29, 2019)

AHIMA'S MISSION, VALUES AND VISION

Mission
Empowering people to impact health.

Vision

A world where trusted information transforms health and healthcare by connecting people, systems, and ideas.

Core Values

- Integrity - We have integrity in our work and relationships. Our passion for doing the right thing and sharing knowledge and resources makes us trustworthy, credible, and accountable leaders.

- Bold - We act boldly with intention. We go after big ideas and big challenges with purpose because we recognize the influence and impact of our work on people's health, safety, and well-being.

- Inclusive - We are inclusive so that humans are at the center of everything we do. We see the whole person and respect the inherent dignity of every human. We make space for different voices and opinions to help us get the best results.

HEALTH INFORMATION PROFESSIONALS WEEK (HIP)

Health Information Professionals Week (HIP) Week is held each year to celebrate Health Information Professionals.

HIP Week is a showcase for the thousands of health information management (HIM) professionals who perform their duties masterfully throughout the year. The American Health Information Management Association (AHIMA) is honored to provide support, representation, and training to HIM professionals for these valuable contributions to the healthcare industry.

NHIMA: NEBRASKA HEALTH INFORMATION MANAGEMENT ASSOCIATION

Mission: Empowering people to impact health in Nebraska, in a world where trusted information transforms health and healthcare by connecting people, systems, and ideas. We see the person connected to the data, ensuring their information stays human–because when information stays human, it stays relevant. This perspective is critical to the success of all modern health organizations.

Vision: A world where trusted information transforms health and healthcare by connecting people, systems, and ideas. We see the person connected to the data, ensuring their information stays human–because when information stays human, it stays relevant. This perspective is critical to the success of all modern health organizations.

Section Nine: Student Rights

STUDENT RIGHTS

CAHIIM VI.25 Lawful, and Diversity, Equity, and Inclusion (DEI) Practices

The HIMS program will follow the Student Rights and Freedoms as found in the Northeast Community College Student Code of Conduct, located on the Northeast website under [Student Handbook](#)..

STUDENT CODE OF CONDUCT

HIMS students are expected to conduct themselves in a mature and responsible manner in all academic and clinical settings. Students are expected to adhere to the Northeast Student Code of Conduct and the expectations outlined in this HIMS Handbook. If a student is found to violate any of the items below, they may be subject to dismissal from the program.

1. Violation of the Code of Ethics.
2. Theft of or damage to the property belonging to the college, program, or clinical site.
3. Failure to follow the attendance policy which includes unexcused absences and tardiness.
4. Failure to comply with policies and procedures of affiliate hospital/clinic which will result in termination from the clinical experience.
5. Required drug test results are positive or the student refuses to submit to a drug/alcohol test.
6. Failure to preserve the privacy (HIPAA), dignity and safety of patients, patient's families, students, academic and clinical faculty, practitioners, and support staff.

STUDENT DISMISSAL FROM PROGRAM DUE TO:

1. Unprofessional Conduct
   - A student demonstrating failure to comply with terms of behavioral probation may, after consultation with the Dean of Health and Public Services, be dismissed from the program.
   - A dismissal from the program will be reviewed through the Academic Appeals process.
2. Academic Failure
   - Failure by the student to meet the probationary requirements may result in dismissal from the program.
   - Failure of a course will result in the student being dismissed from the program.

STUDENT COMPLAINTS & GRIEVANCES PROCEDURES

- The HIMS program students will follow the Student Complaints and Grievances Procedure outlined in the Student Code of Conduct located on the [Student Handbook webpage](#), https://northeast.edu/student-handbook, under Academic Resources.

NON-DISCRIMINATION STATEMENT

Northeast Community College does not discriminate on the basis of race, color, gender, religion, national or ethnic origin, military veteran status, political affiliation, marital or family status, age, disability, sexual orientation, gender expression or identity in education programs, admissions policies, employment policies, financial aid or other College administered programs, and activities. It is the intent of Northeast Community College to comply with both the letter and the spirit of the law in making certain discrimination does not exist in its policies, regulations and operations. Inquiries may be addressed to the Northeast Compliance Officer for Title IX, ADA, Section 504; Associate Vice President of Human Resources, 801 East Benjamin Avenue, P.O. Box 469, Norfolk, NE 68702-0469; phone: 402-844-7046; email: complianceofficer@northeast.edu; or mail: Office for Civil Rights, U.S. Department of Education, One Petticoat Lane, 1010 Walnut Street, 3rd floor, Suite 320, Kansas City, MO 64016.

Section Ten: Student Contract and Acknowledgement

DISCLAIMER

CAHIIM Standard VI.24 Publications & Disclosures

CAHIIM Standard VII.26 Administrative Requirements

The guidelines and procedures outlined in this handbook are subject to change as needed. Students will receive notification in writing and electronic if a guideline or procedure has been revised. If there are changes to the HIMS program, the students in the program will be notified as well as CAHIIM.

The students in the HIMS program will receive an electronic copy of the HIMS Program Handbook at the HIMS orientation session before the Fall semester begins. In addition, the students in each HIMS course will receive a copy of the handbook in Canvas and will be asked to review the handbook in each course and "Mark as done" acknowledging they have received the handbook.

HEALTH INFORMATION MANAGEMENT SYSTEMS PROGRAM

Informed Consent

Media Consent

As a HIMS student at Northeast Community College, I may be photographed/videoed for instructional and marketing purposes.

I, _____, have read the above statements and agree to them.

Off-Campus Activities Consent

As a HIMS student at Northeast Community College, I will have the opportunity to participate in off-campus activities. I assume all risks during transportation and off campus activity.

I, _____, have read the above statements and agree to them.

Statement on Student Program Guidelines

I, _____, have read the guidelines for the Health Information Management Systems (HIMS) Program and have had the opportunity to have questions concerning the policies answered by the HIMS program faculty.

I understand that as a student of this program, if I need further clarification of the policies, I am free to ask the HIMS program faculty throughout the year. I understand that the HIMS program reserves the right to make changes in student policies as circumstances require. I will be informed of these changes as they are implemented.

I shall endeavor by the above guidelines as a student in this program.

_____   _____
Student Signature   Student Name (Printed)

_____
Date

HEALTH INFORMATION MANAGEMENT SYSTEMS PROGRAM

HIPAA Confidentiality Statement

I, _____, have been formally instructed in maintaining the confidentiality of medical information.

I have been advised that, except as needed to conduct the business of the day, medical and health information will not be discussed with anyone either inside or outside the health care facility or health information lab setting.

It is my understanding that such discussion may result in my dismissal from the health care facility and from the practicum or affiliation course. In addition, it may result in my dismissal from the Health Information Management Systems Program.

_____   _____

Student's Printed Name   Date

_____   _____

Student Signature   Date

HEALTH INFORMATION MANAGEMENT SYSTEMS PROGRAM

Handbook Acknowledgement

The students in the HIMS program will receive an electronic copy of the HIMS Program Handbook at the HIMS orientation session before the Fall semester begins. In addition, the students in each HIMS course will receive a copy of the handbook in Canvas and will be asked to review the handbook in each course and "Mark as done" acknowledging they have received the handbook.

I, _____, have read the guidelines for the Northeast Community College HIMS Program and have had the opportunity to have questions answered concerning these guidelines. I understand that I am responsible for following all guidelines included in the HIMS Program Handbook and the Northeast Student Code of Conduct.

I also understand that, as a student of this program, if I need further clarification of the guidelines, it is my responsibility to ask the program director and/or faculty throughout the year.

I acknowledge that I have received a copy of this handbook and will abide by the guidelines in the handbook.

_____   _____
Student Signature   Student Name (Printed)

_____
Date

The faculty reserves the right to make changes in the handbook throughout the year. Students will be notified of the new changes verbally and given an electronic copy. Each class, whether first or second year, will abide by any new change.

HEALTH INFORMATION MANAGEMENT SYSTEMS PROGRAM

Educational Contract

Student: _____ Date: _____

Steps in Educational Contract:

Steps in Process

1. Weekly meeting with instructor
2. Communication throughout the week regarding assignment completion and status of assignments
3. Meeting with the HIMS Tutor
4. Outlining/establishing goals for success
5. Other items to be determined

This is not a punitive contract, nor will the contract compromise your student record at the College. The contract is solely to aid in your success at Northeast Community College, specifically in the Health Information Management Program. Once you are on an educational contract with your instructor, the guidelines of the contract will remain in effect until the completion of this course.

1. **Student will abide by all student requirements and expectations in effect.**

Contract Requirements: _____

_____

_____

_____

_____

Instructor Comments: _____

_____

_____

_____

_____

2. **Failure to comply with the above terms will result in review of the student's progression in the program.**

Student Comments: _____

_____

_____

_____   _____
Student's signature   Date

_____   _____
Faculty's signature   Date

_____   _____
Director's signature   Date

Section Eleven: References

AHIMA Code of Ethics. (2024, June 4). Retrieved from AHIMA: https://ahima.org/who-we-are/governance/eth-
ics/

AHIMA Membership. (2024, June 4). Retrieved from AHIMA: http://www.ahima.org/membership

AHIMA Mission and Values. (2024, June 4). Retrieved from AHIMA: https://ahima.org/who-we-are/about-us/

Health Information Privacy. (2024, June 4). Retrieved from U.S. Department of Health and Human Services:
https://www.hhs.gov/hipaa/index.html

NHIMA. (2024, June 4). Retrieved from NHIMA: https://www.nhima.org/